

“We all learn by doing, reflecting on what we’ve done, and improving our first attempts.”

- Donald Graves, *A Fresh Look at Writing*

Writing taught once or twice a week is just frequently enough to remind children that they can't write, and teachers that they can't teach. They are both like athletes who never get in condition, yet have to play the game before derisive spectators.



-DONALD GRAVES
WRITING: TEACHERS AND CHILDREN AT WORK

“Good” writing has...

- One idea per post it note (individually)
- With your learning group, share the ideas you have developed and categorize your thoughts
- Share out your categories



Writing Workshop Format

- | | |
|-----------------|---|
| • 5-10 minutes | Mini Lesson |
| • 20-25 minutes | Sustained writing, conferences, small-group instruction |
| • 5 minutes | Sharing |

Total= 30-40 minutes

From Rickards & Hawes, *Primarily Writing* (2003)

Types of Mini-Lessons

Procedures
Skills
Strategies writers use
Qualities of good writing



From Rickards & Hawes, *Primarily Writing* (2003)

Other Opportunities for Writing



Literature Response



Learning Logs



Treasure Books

Ideas/Content

| Component | Experienced/ skilled | Developing | Beginning | Emerging |
|--|---|---|---|--|
| Ideas/Content <i>The heart of the writing piece</i> | <input type="checkbox"/> Topic defined but may be broad <input type="checkbox"/> Ideas/information clear <input type="checkbox"/> Details support topic and remain focused throughout the piece | <input type="checkbox"/> Topic beginning to be defined <input type="checkbox"/> Ideas/information relate to topic but may be simple <input type="checkbox"/> Details support topic with simple examples | <input type="checkbox"/> Topic is attempted but may be unclear <input type="checkbox"/> Ideas/information unrelated to topic <input type="checkbox"/> Few details with little explanation | <input type="checkbox"/> Lacking topic focus for writing <input type="checkbox"/> Lacking ideas/information <input type="checkbox"/> Details missing |



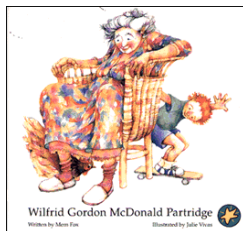
Where do authors get their ideas?

- **THINK/INK:** Jot down ideas on index card
- **PAIR/SHARE:** Have a knee-to-knee conversation with a partner sharing and piggy-backing off each other's ideas
- **CREATE:** Share ideas for class chart

Authors Write About...

| | |
|-------------------------|-------------------------|
| <i>Things they have</i> | <i>People they know</i> |
| <i>Places they go</i> | <i>Things they do</i> |

Mem Fox



Wilfrid Gordon McDonald Partridge
Written by Mem Fox
Illustrated by Julie Vivas

"There was once a small boy called Wilfrid Gordon McDonald Partridge and what's more he wasn't very old, either. His house was next door to an old people's home and he knew all the people who lived there..."

<http://www.memfox.com/welcome.html>

Five Page Books (A Model Process)



- Page 1: Brilliant Beginning
- Pages 2-4 : Mighty Middle
- Page 5: Excellent Ending

From one of your topics to write about – have a K2K conversation with a partner to ensure there are five pages. Select a final topic for this activity.

Ideas!

"Stories are around us everywhere, like fireflies, and the writer must be ready to grab them as they fly by. Use a net with a very small weave. Ideas are small--what we do with ideas is the large part of the equation."

-Jane Yolen, *Take Joy: A Writer's Guide to Loving the Craft*

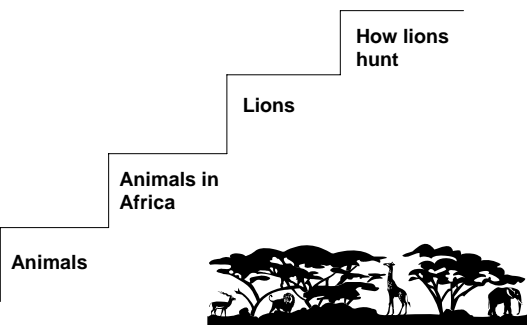
Treasure Books

"Every moment in our lives is a treasure worthy of being written down."

- Shirl Hawes, *Primarily Writing* (2001)



Stepping Up My Topic



Hands Down! Looking for Detail

- Examine your hand, looking for details of what make your hand your own.
- Write a paragraph describing your hand
- Share your paragraph aloud



Telling vs. Showing

Jane dressed in an unusual way.

Jane came to school today in pink and white polka dot leggings and a blue and green paisley skirt. The twelve inch purple feather sticking straight up her orange hat almost kept me from noticing the army boots on her feet.

Building Blocks



The dog howled.

**WHEN:
SIZE:
PLACE:
NAME:**

Feedback/Assessment

*"Assessment must promote learning,
not just measure it."*

- Reggie Routman

*"We must speak to our students with an
honesty tempered with compassion. Our
words will literally define the ways they
perceive themselves as writers."*

- Ralph Fletcher

Sample Conference Comments

- I love this piece. It makes sense to me.
- Thanks for writing this down so I can see what you think.
- They way you drew this helps me create a picture in my mind.
- This picture of a spider web looks just like ones I have seen in real life.
- How did you ever come up with such a clever idea?
- What is your favorite part of this piece?

"I am going to be Batman for
Halloween"

- Using your EA Writing Rubric, where would you score this paper for ideas?
- What comments would you provide this student to let them know what they did well? How they need to grow?
- What would you tell parents?

Ideas/Content

| Component | Experienced/Skilled | Developing | Beginning | Emerging |
|--|--|---|---|--|
| Ideas/Content <i>The heart of the writing piece</i> | <input checked="" type="checkbox"/> Topic defined but may be broad <input checked="" type="checkbox"/> Ideas/information clear <input checked="" type="checkbox"/> Details support topic and remain focused throughout the piece | <input type="checkbox"/> Topic beginning to be defined <input type="checkbox"/> Ideas/information relate to topic but may be simple <input type="checkbox"/> Details support topic with simple examples | <input type="checkbox"/> Topic is attempted but may be unclear <input type="checkbox"/> Ideas/information unrelated to topic <input type="checkbox"/> Few details with little explanation | <input type="checkbox"/> Lacking topic focus for writing <input type="checkbox"/> Lacking ideas/information <input type="checkbox"/> Details missing |



Ideas/Content in Summary

Any activity that teaches/models:

- Main idea or message
- Clarity
- Detail (and interest)
- Noticing/observing



Organization

| Organization | Experienced/Skilled | Developing | Beginning | Emerging |
|---|--|--|--|--|
| Organization <i>The structure and framework of writing</i> | <input checked="" type="checkbox"/> Solid lead and conclusion <input checked="" type="checkbox"/> Maintains focus with effective sequencing and pacing <input checked="" type="checkbox"/> Logical or predictable transitions <input checked="" type="checkbox"/> Effective organization (beginning/middle/end or introduction/body/conclusion) that enhances readability | <input type="checkbox"/> Lead and conclusion present but do not grab the reader's attention <input type="checkbox"/> Sequencing present but pacing may be ineffective <input type="checkbox"/> Content transitions <input type="checkbox"/> Organization is consistent throughout the piece | <input type="checkbox"/> Lead attempted but unclear; conclusion may be missing <input type="checkbox"/> Sequencing attempted but ineffective/illogical <input type="checkbox"/> Transitions are repetitive or ineffective <input type="checkbox"/> Organization attempted but may be confused or inconsistent | <input type="checkbox"/> Lacking lead and conclusion <input type="checkbox"/> Lacking a clear sequence <input type="checkbox"/> Lack of transitions <input type="checkbox"/> Lack of organization |



How are things organized?

[Well Organized](#)

[Disorganized/Random](#)

"Hands On" Activity

REFLECTION

3...2...1...0



Please fill out the 3-2-1 Reflection sheet for you...and write your "one" question on an index card for me.

Teaching Writing: K-2

East Aurora UFSD
August 13-14, 2007

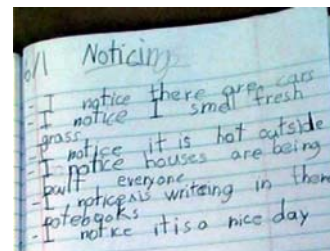
Theresa Gray
Coordinator, School Improvement
Program/ E2CCB
tgray@e2ccb.org

Treasure Books

"Write while the heat is in you. The writer who postpones the recording of his thoughts uses an iron which has cooled to burn a hole with. He cannot inflame the minds of his audience."

--Henry David Thoreau

Treasure Books



<http://quest.carnegiefoundation.org/~dpointer/jennifermeyers/notebookentries.htm>

Treasure Books

What are the seven stories of your life?

Aimee's Seven Stories (List of Topics) as of June 2006*

1. Always a teacher - playing school as a child, fishing out ditto sheets from teachers' trash cans, growing up to teach...
2. Snow Globe Memory - sledding with my dad down the middle of the street one snowy night
3. Christmas Staircase - waiting at the top of the stairs
4. The trouble with professors - college prof challenging my belief system
5. Getting married, getting divorced, getting a lesson in life
6. And then came YOU - the day Michael was born
7. Family Ties -

*List likely to change as I do...

www.choiceliteracy.com

Reflections from Yesterday

- Writer's Workshop management
 - Peer conferences
 - Use of pictures
- Writing Strategies
- Planning
 - Time spent on writing
 - Continued discussions on rubric/student work
 - District goals for writing

Conferencing with Amelia



What does organization look like?

- Narrative writing
- Creative writing
- Expository Writing
- Comparative Writing
- Persuasive Writing
- Descriptive



Organizing Stories



Recognizing Beginning-Middle-End

1. Listen to the story – imagining the details as you listen.
2. Sketch pictures in the boxes indicating the B-M-E of the story.
3. Listen to the story a second time – while viewing the pictures you drew. Add small details as you listen.
4. On the lines – write sentences describing the B-M-E of the story.



Applying to Your Stories

“Quick Sketch”



CLICK! Tell a story....

- Look at the set of pictures that has been given to you.
- Arrange the pictures to reflect the **beginning –middle – end** of your story
- Write the story
- Re-arrange the pictures so that they are not in the same order – rewrite the story!

How to Lose All Your Friends



ORGANIZATION GAME

Feedback/Assessment: Sample Comments for Organization

- I could follow this from beginning to end. I never got lost!
- The ending was a real surprise. Surprise endings make great reading!
- I like the way you started your paper – helping me picture the turtle. That was a good lead.
- You began with a problem and then listed solutions. That's a good way to organize information.

Practice Papers for Organization

- Using your EA Writing Rubric, where would you score this paper for ideas?
- What comments would you provide this student to let them know what they did well? How they need to grow?
- What would you tell parents?

Organization

| | | | | |
|--|--|---|--|--|
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|--|--|---|--|--|

Organization in Summary

Any activity that teaches/models:

- How to begin writing
- How to end writing
- Sense of order, patterning, sequencing
- How to link ideas together



| Voice | Reader/writer connection attempted, voice present but developing | May attempt to engage the reader through use of punctuation and word choice; may be more apparent in oral reading of the piece than in the writing. | May experiment with voice but is inconsistent or ineffective | Lacks an understanding of voice in writing |
|--|--|---|--|--|
| <i>The way the writer brings the topic to life and captures the reader</i> | | | | |



Whose voice is it?

"In the Bible it says they asked Jesus how many times you should forgive, and he said 70 times 7. Well, I want you all to know that I'm keeping a chart."



Whose voice is it?

"Yesterday is gone. Tomorrow has not yet come. We have only today. Let us begin."



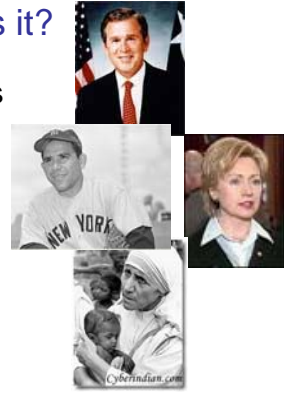
Whose voice is it?

"I know, Texas has a lot of electrical votes."



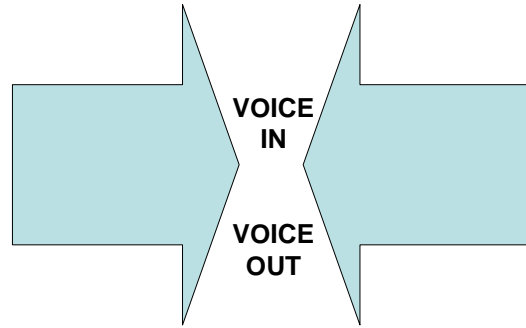
Whose voice is it?

"The thing that's wrong with the French is that they don't have a word for entrepreneur"



What does it sound like?

ANGRY **Tired**
Confused
Excited **Whiny**



A Creepy Place!

Listen to Joanne Portalupi and Ralph Fletcher discuss student voice.....



| Component | Experienced/Skilled | Developing | Beginning | Emerging |
|--|--|---|---|--|
| Word Choice The specific vocabulary the writer uses to convey meaning | <input type="checkbox"/> Words enhance the meaning <input type="checkbox"/> Use of descriptive and/or figurative language | <input type="checkbox"/> Meaning is conveyed through use of simplistic words <input type="checkbox"/> Descriptive language may be repetitive | <input type="checkbox"/> Use of words may be confusing and hinder the meaning <input type="checkbox"/> Inconsistent or ineffective use of descriptive language | <input type="checkbox"/> Ineffective use of words makes meaning unclear <input type="checkbox"/> Lacking descriptive language |



What are your TOP 5 favorite words?

WHAT DOES THE FOLLOWING THOUGHT MEAN?

"When promulgating your esoteric cogitations or articulating your superficial sentimentalities and amicable philosophical and psychological observations, beware of platitudinous ponderosity. Let your verbal evaporations have lucidity, intelligibility and veracious vivacity without rodomontade or thespian bombast. Sedulously avoid all polysyllabic profundity, pompous propensity and sophomoric vacuity."

-C.R., Syracuse, N.Y.




The Most Incredible Knife:
 An 85 blade Swiss Army-style knife from Wenger.

Phil WENT down the road.

- Happy
- Scared
- Lost
- Tired
- Going to a party
- Going to school

| | | | | |
|--|--|---|--|---|
| Sentence Fluency <i>The way the words and phrases flow throughout the text</i> | <input type="checkbox"/> Varied sentence structure and beginnings <input type="checkbox"/> Can be read aloud easily | <input type="checkbox"/> Basic sentence structure present <input type="checkbox"/> Can be read aloud with some bumps | <input type="checkbox"/> Use of sentence structure inconsistent; may include run-ons or fragments <input type="checkbox"/> Difficult to read aloud without assistance from the writer | <input type="checkbox"/> Little understanding of sentence structure <input type="checkbox"/> Lack of sentence structure makes writing unreadable |
|--|--|---|--|---|



The Relatives Came (Cynthia Rylant)

The relatives weren't particular about beds, which was good since there weren't any extras, so a few squeezed in with us and the rest slept on the floor, some with their arms thrown over the closest person, or some with an arm across one person and a leg across another.


It was different, going to sleep with all that new breathing in the house.

Gus and the Dog

Yada, yada, yada

BANG, BANG

| | | | | |
|--|--|--|--|--|
| Grammar/Mechanics <i>The mechanical correctness of the piece</i> | <input type="checkbox"/> Sight words spelled correctly; mistakes when taking risks in spelling <input type="checkbox"/> Ending punctuation and beginning capitalization correct | <input type="checkbox"/> Spelling phonetic, demonstrating an understanding of blends and word families; some errors are present <input type="checkbox"/> Some errors in ending punctuation and beginning capitalization | <input type="checkbox"/> Use of inventive spelling; beginning and ending sounds present and a vowel in every word <input type="checkbox"/> Many errors in ending punctuation and beginning capitalization | <input type="checkbox"/> Use of inventive spelling with no discernable pattern <input type="checkbox"/> Little use of capitalization or punctuation |
|--|--|--|--|--|



Dear John:

I want a man who knows what love is all about you are generous, kind, thoughtful people who are not like you admit to being useless and inferior you have ruined me for other men I yearn for you I have no feelings whatsoever when we're apart I can be happy forever will you let me be yours

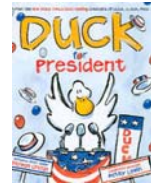
Gloria

What's Your Favorite Writing Activity?

- Find your writing activity.
- Using the writing rubric – which ONE writing trait does your activity fit BEST?
- Write that trait down.
- What other traits might be supported? (It's OK if there is just one!)
- Post on the board!!

Connections to Picture Book

- Title/Author
- Brief summary (2-3 sentences)
- Writing connections!



Planning

- How might you teach writing next year?
- What mini-lessons might you want to cover in the first six weeks?
- Will you use Writer's Workshop? How will you set it up?
- What samples of student writing might you collect to illustrate the levels of each writing trait?